DOCUMENT RESUME

ED 285 999 CE 048 275

AUTHOR Fisher, Constance Q.; Poitier, Vera R.
TITLE Nontraditional Options in Training for Employment. Final Report from July 1, 1986 to June 30, 1987.
INSTITUTION Valencia Community Coll., Orlando, Fla.
SPONS AGENCY Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
PUB DATE 30 Jun 87
NOTE 32p.; Project No. DVE 482-15170-7-2EF6.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Attitude Change; Career Awareness; Career Choice; *Displaced Homemakers; *Educational Attitudes; Females; *High School Students; *Job Training; *Nontraditional Occupations; Postsecondary Education; Program Effectiveness; Role Models; Sex Fairness; Sex Stereotypes; Technical Occupations; Vocational Education; Womens Education
IDENTIFIERS Florida (Orange County)

ABSTRACT

Nontraditional Options in Training for Employment (NOTE) informed displaced homemakers and high school women about the advantages of nontraditional work and encouraged them to pursue vocational training. The first objective was to recruit 60 displaced homemakers and high school women and to inform them about the advantages of technological careers. Thirty-two displaced homemakers and 187 high school women attended seminars on nontraditional careers. To encourage 60 displaced homemakers and high school women to train for nontraditional and technological careers was the second objective. It was achieved through field trips by displaced homemakers to the Orlando Vocational Technical Center, where the women toured technical departments and role models made presentations to a total of 100 displaced homemaker classes and high school women. The third objective was to encourage employers to hire women in nontraditional fields. Presentations explaining the advantages of hiring women in nontraditional fields were made to three women's networks: Women in Management, Black Women in Management, and Women Business Owners. The project reached a total of 319 displaced homemakers and high school women. Participant response was positive. The exposure to a vocational technical center was very popular, and the chance to observe and talk to women engaged in training was significant to the displaced homemakers. (KC)

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ED285999

Final Report

Project No. DVE 482-15170-7-2EF6

From July 1, 1986 to June 30, 1987

Nontraditional Options In Training For Employment

Valencia Community College
Post Office Box 3028
Orlando, Florida 32802

Constance Q. Fisher
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The project reported herein was conducted pursuant to a grant from the Division of Vocational Adult and Community Education, Florida Department of Education. Contractors undertaking such projects are encouraged to express freely their professional judgements in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent the official position of policy of the Florida Department of Education.

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Preface

As more and more women entered the marketplace, as women realized the economic reality that they would work for an average of thirty years, as society realized the need for a wide population of highly skilled workers, it became apparent that sex stereotyping of occupations was a luxury that could no longer be afforded. Nontraditional Options In Training for Employment (NOTE), a project funded by the Florida Division of Vocational Adult and Community Education, informed displaced homemakers and high school women about the advantages of nontraditional work and encouraged them to pursue vocational training.

The NOTE project was supported by Valencia Community College, the Center for Continuing Education for Women at Valencia, and the NOTE Community Advisory Board. Others contributing to success of the project included the Orlando Displaced Homemaker Project, Creative Business Ownership for Women Project, and the Health and Rehabilitative Services' Displaced Homemaker Program, all of which are part of Valencia Community College. Additional contributors include Frontline Outreach, B.E.T.A. (Birth, Education, Training, and Acceptance), the Orange County Public School System, the Community Service Center of South Orange County, and the Leadership Development Program for Sex Equity.

Abstract

Project NOTE (Nontraditional Options In Training for Employment) was designed to alleviate the victimization of women through occupational segregation. Today women work out of necessity. The Bureau of Census states there are 12,000 female heads of households in Orange County. More than 10,000 of this number live at or below the poverty level, which indicates a lack of job skills needed to compete in an increasingly specialized labor market. Yet women are often unaware of the advantages of nontraditional careers in terms of salary and benefits, where to go for training, and the types of training available to them. Research done by K. L. Hollenbeck "Developing an Equity Handbook for Community College Personnel," Final Report, Pueblo Community College, Pueblo, Colorado, 1985, supports this assertion. The author's research indicates that both nontraditional and traditional women share similar perceptions as to why women do not enroll in nontraditional programs. These perceptions include a lack of knowledge or career information about nontraditional jobs, as well as being discouraged or misguided by counselors. Traditional women also believe a lack of role models hinder enrollment.

Project NOTE designed objectives to assist in overcoming these barriers. The first objective to recruit 60 displaced homemakers and high school women and to inform them about the advantages of nontraditional and technological careers was met. A total of thrity-two (32) displaced homemakers and one-hundred eighty-seven (187) high school women attended seminars on nontraditional careers. The women were recruited from the Center for Continuing Education for Women's Health and Rehabilitative Services' Displaced Homemaker classes, the Orlando Displaced Homemaker classes, the Orange County Public School System, and indigenous community organizations.

To encourage 60 displaced homemakers and high school women to train for nontraditional and technological careers by field trips to vocational technical centers and exposure to role models was the second objective. It was achieved through field trips by displaced homemakers to the Orlando Vocational Technical Center. The women toured these departments: electronics, construction, building maintenance, air-conditioning and refrigeration, and data entry. Role models made presentations to both Displaced Homemaker classes and to high school women at B.E.T.A. (Birth, Education, Training and Acceptance). A total of one hundred (100) displaced homemakers and high school women were reached.

The third objective was to encourage employers to hire women in nontraditional fields. It was met through a seminar which explained the advantages of hiring women in nontraditional fields. Presentations were made to the Center for Continuing Education for Women's Networks: Women In Management, Black Women In Management, and Women Business Owners.

The project reached a total of three hundred nineteen (319) displaced homemakers and high school women. It served a total population of five hundred sixty-eight (568) people. The response of the women to the project was positive. Often women had strong feelings on the justice of their sex being allowed to participate in any job or training that was available, while at the same time opting out of nontraditional choices for themselves.

The exposure to a vocational technical center was very popular. A frequent comment concerned the beauty and warmth of the Orlando Vocational Technical Center. It seemed to dispel many myths concerning what vocational training involved. The chance to observe and talk to women engaged in training was of significance to the displaced homemakers. Role models who did presentations also were warmly received by both displaced homemakers and high school women. Women enjoyed the concrete experiences of other women, and significant progress was made in encouraging NOTE participants to open their minds to the many pluses of vocational education and training.

Introduction

This report will examine ways in which occupational segregation in the labor market has victimized women. According to "Time for a Change: A Woman's Guide to Nontraditional Occupations by Constance Drake Cauley, developed by Ellis Associates, Inc., almost 80 percent of all working women are found in the 'pink collar' jobs which are the traditional occupations for women. These pink collar jobs are among the lowest paying in the labor market among the major occupations. Further, Ms. Cauley reports that less than six per cent of the workplace in the higher paying fields such as craft and technical fields, are women.

In the Central Florida area these national trends hold true. The 1980 Census of Population lists eleven occupational classifications; forty-nine and six-tenths of Florida's working women are employed in two occupations, administrative support/clerical and service. Among technical fields, women are five and nine-tenths of the machine operators/assemblers/inspectors, and are two and three-tenths percent of the precision productions, craft/repair workforce.

The Florida Department of Labor's Projection for 1985-1995 for Region 6: East Central Florida (which includes Orange and Osceola Counties) lists the fastest growing careers as instrument makers, food preparers, electric and electronic assembly, computer operators, manufacturing tester, and electronics/mechanical equipment assembly. Out of these six occupations, five are nontradtional careers for women and all are in vocational/technical fields.

The reasons for the stratification of women within the occupational fields are wide and varied. One reason is the way that women are socialized as children. Women have viewed work as something to do before they married and had children, or as a supplement to the main wage earner's paycheck. Certain jobs have been viewed as "appropriate" for women. As women have moved in greater numbers into the workplace as single heads of households and major economic contributors to the family, their ability to move into higher paying jobs has been hampered by a lack of knowledge. Women have not known about skilled, high-wage jobs and the requirements to obtain those jobs. Employers can be a barrier due to myths and concerns about hiring women.

Project NOTE (Nontraditional Options In Training for Employment) has developed programs to encourage women to overcome these barriers. The first objective of the grant, to recruit 60 displaced homemakers and high school women and inform them of nontraditional and technological careers, was met by developing and presenting modules on nontraditional careers to men and women in C.C.E.W. sponsored classes and in other community settings. A total of four-hundred fifty-two people were reached, including thirty-two displaced homemakers and one-hundred eighty high school women.

The second objective to encourage 60 displaced homemakers and high school women by exposure to role models and field trips to vocational education centers was met by coordinating field trips to the Orlando Vocational Technical Center. The trips focused on areas such as electronics and computer operators which are high growth jobs as indicated by demographic information. Role model presentations were used in different settings and a roster of women in nontraditional careers who were willing to counsel other women was compiled. A total of fifty displaced homemakers and fifty high school women were reached with a total population of one hundred sixteen people reached.

Through the Orlando Displaced Homemaker Project, a total of one-hundred twelve displaced homemakers completed the course. Of this number, a total of fifty-seven were placed in jobs, and twelve of these women choose nontraditional work. Eight of the twelve women received vocational training in horticulture through a combined project of the Job Training and Partnership Act (JTPA) and Valencia Community College. The other four choose nontraditional careers in drywall construction, as laboratory technicians, and security guards.

The third objective to inform employers of the advantages of hiring women in nontraditional careers was met through an employers' seminar. One of the comments made by an employer at the seminar was the difficulty he found in getting women to apply for nontraditional positions. Project NOTE can assist these employers by referring interested women. In addition, the population of displaced homemakers has shown itself to be a highly committed, dependable workforce for employers.

Methods

Project NOTE (Nontraditional Options In Training For Employment) was designed to be an outreach program to inform women, with displaced homemakers and high school women given special significance, of the advantages of nontraditional and technological careers and to encourage employers to hire them.

The first objective was to recruit 60 displaced homemakers and high school women and inform them of the advantages of a nontraditional or technological career. To accomplish this objective, curriculum was refined and instructional modules were written to help women see the advantages of nontraditional work, to explore the personal and societal barriers that could prohibit them from seeking nontraditional careers, to look at the historical perspective of women and work, and identify types of nontraditional and technological careers available (See Appendix A). The modules were designed to be used independently or to be used interchangeably with other modules. This gave flexibility in designing content which was appropriate to the group being served and for the time available for presentations. Content combinations, modules that when placed together would be appropriate for a particular audience, were also developed (See Appendix B).

A resource that was used as a module was the film "One Fine Day" by Kay Weaver and produced by Ishtar Films (See Appendix C). The film was provided for use as needed to Project NOTE by the Junior League of Orlando, Winter Park, Florida, Inc. The film focuses, in six minutes, on the history of America women and shows women working in a variety of nontraditional settings.

The modules were presented to a variety of groups and community organizations. The Health and Rehabilitative Services' Displaced Homemaker and Orlando Displaced Homemaker classes at the Center for Continuing Education for Women were given presentations on nontraditional careers. Other agencies served included BETA (Birth, Education, Training and Acceptance) a program for women experiencing problem pregnancies, Life Management Skills classes at Union Park Junior High School, and the REACH (minority retention) project, career development, and JTPA classes at Valencia Community College. Also, presentations were made to Frontline Outreach, which is an indigenous community organization.

A joint presentation with the Creative Business Ownership for Women Project was made in the rural community of Taft. This presentation was made through the cooperation of the Community Service Center of South Orange County, an indigeneous community organization. The Center holds a crafts class for the women of the Taft community. The teacher is provided through the Winter Park Adult Vocational Center.

Further outreach was done through a presentation about Project NOTE to fifteen high school and vocational-technical occupational specialists at one of their regular meetings.

The second objective, to encourage 60 displaced homemakers and high school women to train for careers in nontraditional and technical careers by providing field trips and role models, was accomplished. Field trips to the Orlando Vocational Technical Center initiated during the first year of the project was continued. Classes of displaced homemakers were taken in the college van to the Center where the occupational specialist, Ernie Laugh, conducted the tour, answered questions, and provided informational literature. The tour began with a slide-tape presentation which gave an overview of the Center, then the women toured the following departments: electronics technology which included both general and specialized offerings in laser optics, robotics, microwave, computer installation and repair, and biomedical; data entry, air conditioning

and refrigeration; building trades and home maintenance. An important aspect of the tours was that the displaced homemakers were able to observe and talk with female students who were enrolled in the various training programs.

Role models assisted in NOTE presentations in the Displaced Homemaker classes and at BETA. Women who expressed an interest in talking with nontraditional women were given names and telephone numbers from the nontraditional role model file.

A sound filmstrip entitled, Women at Work, was purchased from the Boston YWCA, Women's Educational Equity Act Program. It was used at BETA to provide role model exposure to both high school women and women in parenting classes. Also, a trip to the NASA John F. Kennedy Space Center, Educators Resource Laboratory provided the project with excellent videotape resources at no cost. NASA provided duplication of its resources while the project provided the tapes (See Appendix D). The programs selected were Space for Women, Where Dreams Come True, Astronaunt Anna L. Fisher, Sally Ride Discusses Her Mission, profiles on Guion S. Bluford and Sally Ride, and Take the High Road.

A unique opportunity was afforded four high school women through a cooperative effort between Project NOTE and the Orlando Science Center. The project director obtained tickets for them to attend a lecture by Dr. Evelyn Fox Keller, who was sponsored by the Science Center. The purpose was to encourage high school women to seek careers in science and mathematics. Through exposure to a noted scientist such as Dr. Fox Keller, high school women will begin to identify with careers in science and mathematics.

As a component to this objective attempts were made to form a support group for women in trades or women who were seeking to learn more about work in nontraditional fields. Through the efforts of Ellen Hone, Bureau of Apprenticeship and a member of the NOTE Community Advisory Board, the organization, Tradeswomen, was contacted in San Francisco, California. They agreed to allow a branch to be formed in the Central Florida area. An organizational meeting was scheduled and women were contacted about the meeting directly as well as through a mailout (See Appendix E). While not successful, efforts are continuing to have this become a reality.

Because one of the major barriers for women interested in nontraditional work is training dollars, a resource list of grants, loans and scholarships available in the state was researched and made available to students (See Appendix F).

The Advisory Committee for Project NOTE reflected within its members a diversity of interests and skills (See Appendix G). The members included the following: a nontraditional woman who worked for the Bureau of Apprenticeship; a female personnel manager of a large building supply company; a female horticulturalist; a female instructor in auto parts marketing and management; a female journeyman painter; two female landscape architects, a female representative of the Orange County School System's Vocational Department; and two male representatives of major employers. The Advisory Committee met twice; once in September, 1986 and again in March 1987 (See Appendix H). They were kept informed on progress and asked for input on meeting the objectives of the grant. Also, members of the NOTE Committee served as role models in NOTE presentations or in a one to one situation with a woman considering a nontraditional career.

Results and Findings

The first objective of Project NOTE (Nontraditional Options In Training for Employment), to recruit 60 displaced homemakers and high school women and to inform them of the advantages of nontraditional or technological careers was met. Through the educational modules the Orlando Displaced Homemaker and the Health and Rehabilitative Services' Displaced Homemaker classes of the Center for Continuing Education for Women were informed and a total count of thirty-two displaced homemakers were reached. From the Orlando Displaced Homemaker Project a total of 112 displaced homemakers completed the course, with 57 being placed on jobs and 12 choosing nontraditional jobs. Eight of the twelve received vocational training in horticulture through a project sponsored by Valencia Community College and Job Training and Partnership Act (JTPA).

For the high school population the following presentations and counts were achieved: thirty high school students in the REACH program of which 23 were females and 7 were males; sixty-seven high school women at BETA: one hundred thirty-four students at Union Park Junior High School with 71 being female and 84 being males; 22 students at Frontline Outreach of which 14 were females and 8 were males. Two JTPA high school summer classes were contacted for a total of thirty students with 21 women and 7 men in the count.

Other groups served were parenting classes at BETA for a total of 29 people served, 28 women and 1 man. A crafts class of 8 rural women in Taft were served. Presentations on the advantages of nontraditional careers were made to forty students at the Valencia Community College East Campus.

A pre and post test was developed and used in REACH and high school BETA classes (See Appendix I). Its use was discontinued due to the amount of time it took to administer in a limited time frame.

The total number of people served through objective one was four-hundred fifty-two with two-hundred nineteen being displaced homemakers and high school women.

The second objective was to encourage women to train for nontraditional and technological careers. Two displaced homemaker classes toured the Orlando Vocational-Technical Center for a total population of twenty-five. Both Displaced Homemaker classes at C.C.E.W. had opportunities to meet role models. A total of twenty-five displaced homemakers were reached through these presentations.

Also, high school women at BETA had the opportunity to participate in role model presentations. Another fifteen women and one man had role model presentations done with their group. A total of one hundred sixteen people were contacted with one-hundred being displaced homemakers or high school women.

The third objective was to encourage employers to hire women in nontraditional or technological careers. The workshop was not well attended only two employers participated. (See Appendix J). A total of 45 letters were sent out. A total of eighty-one women who are managers or business owners were encouraged to hire women and to let C.C.E.W. refer prospective employees in nontraditional fields to them through presentations done at three networks: Women In Management, Black Women In Management and Women Business Owners.

In addition, a total of five women were counseled. They were given information on high wage jobs and jobs in growth areas for Orange County. They were referred to training programs and given the names of women who would be willing to serve as role models and talk with them.

A study of social influences in male-female differences was conducted by Eleanor E. Maccoby and Carol N. Jacklin. One of the conclusions reached was that it is a myth that boys are superior to girls in analytical and mathematical skills. While it is a myth, many girls and women continue to avoid certain courses because of "math anxiety." In an effort to change this attitude a "math anxiety" curriculum has been developed. It will be offered as a continuing education course beginning fall, 1987 (See Appendix K).

Funding for the NOTE project provided for two part-time project assistants, travel, and educational materials and supplies (See Appendix L).

The project also received administrative services from the CCEW staff and support from other departments at Valencia Community College (See Appendix M).

Conclusions and Recommendations

The second year of Project NOTE (Nontraditional Options In Training for Employment) built on the foundation begun in the first year. The presentation on nontraditional careers was expanded and refined for delivery by the development of a module format. This was a successful method of ensuring that the material on nontraditional work could be tailored to the audience being served. The use of the field trip to a vocational education center, developed in the first year of the project, remained an important component.

The first objective to recruit sixty displaced homemakers and high school women and to inform them on nontraditional careers was met. A total of 32 displaced homemakers and 187 high school women were reached. a total population of four hundred fifty-two people were informed of the advantages of nontraditional careers. The populations came from C.C.E.W.'s Orlando Displaced Homemaker and Health and Rehabilitative Services' classes, BETA (Birth, Education, Training and Acceptance), Union Park Junior High, Frontline Outreach, and the Community Service Center of South Orange County.

All of the groups contacted were interested in the materials presented though the level of personal identification with the materials varied widely. While most of the women could express the philosophy that work and training in nontraditional fields should be open to women, it was difficult for some women to see that as an option. This was particularly true for the woman experiencing a problem pregnancy at BETA. They clung very closely to a traditional model of staying at home with their baby. Another commonly expressed theme from this audience was that their boyfriends would not approve of their making a nontraditional choice.

The second objective to encourage displaced homemakers and high school women through field trips to vocational technical centers and exposure to role models. This was met through a total of 100 displaced homemakers or high school women having one or the other of these experiences. This portion of the project was a favorite of the women participating. The field trips to the Orlando Vocational Technical School gave concrete information on nontraditional and technological careers in a learing environment. It also gave the woman a chance to observe and to talk with women who were already in training. They also responded well to role model presentations. The opportunity to ask questions and to listen to the experiences of nontraditional women appeared to make the option more credible.

Objective three, to recruit employers and to inform them of the advantages of hiring women in nontraditional, should be modified in the third year of the project. The seminar held was not well attended and a different concept should be pursued. A better approach might be to interview and recruit employers on a one to one basis. Employees would be informed of NOTE and the project coordinator would receive information from them about salaries and on the job training.

The failure of the Tradeswomen group to materialize can be attributed to a number of possibilities. Letters were sent to union training and apprenticeship coordinators as well as individuals. More direct one to one recruitment might be necessary to insure first time attendance. Also, when so many women have family and school responsibilities following an eight-hour day, it is difficult to go out at night to another meeting. Heavier recruitment efforts through the Valencia West Campus to connect with women taking nontraditional and technological courses could be beneficial.

Common barriers expressed by women throughout the project year have included: (1) financial expense involved in training (2) the difficulty in giving up current jobs in order to enroll in high wage training and (3) the expense of child care while training is pursued. If these needs can be addressed by future project funds the percentage of women seeking high wage training should increase.

Further emphasis should be given to enrollment in vocational training. The offering of continuing education courses through Valencia, in areas such as math anxiety and computer skills, could encourage further vocational training by removing some of the road blocks that women perceive as preventing them from entering nontraditional fields.

Appendix A-1

Curriculum for Nontraditional Options In Training for Employment (NOTE)

Module Outline

I. Introduction
   - A. Instructor
   - B. Participants

II. Compentencies
   - A. Examine current personal attitudes toward nontraditional jobs
   - B. Become more knowledgeable about the nature and availability of nontraditional jobs
   - C. Develop awareness of skills, attitudes, and motivation needed to succeed in a nontraditional job

III. Goals of the NOTE project
   - A. Encourage participants to consider nontraditional options
   - B. Help reduce sex stereotyping in hiring practices
   - C. Help reduce sex stereotyping in career planning

IV. Effect of Attitudes on Perception
   - A. Old Woman, Young Woman Exercise
     1. Discuss perception and mind set
     2. Career goal restrictions

V. Film, "One Fine Day"
   - A. Develop awareness of historical role models
   - B. Examine contributions and sacrifices of women in American history
   - C. Recognize women working in nontraditional fields in historic and present times

VI. Social and Psychological Work Influences
   - A. Myths
   - B. Labels
   - C. Stereotypes
   - D. Homemaker skills
   - E. Sex role expectations

VII. Advantages and Nontraditional Advantages of Nontraditional Jobs
   - A. Pros
   - B. Cons

VIII. Training Opportunities
   - A. Vocational technical schools
   - B. Community colleges
   - C. Four year institutions
   - D. Labor unions
   - E. Job Training and Partnership Act
   - F. Bureau of Apprenticeship

IX. NOTE Services Available
   - A. Encourage self-exploration
   - B. Provide assistance in career decision making and goal setting
   - C. Information and referral to training institutions
   - D. Role model support

PRO'S AND CON'S OF NONTRADITIONAL CAREERS

OBJECTIVES:

At the conclusion of this module, each participant will be able to:

1. Identify the advantages of non-traditional occupations.
2. List the disadvantages of nontraditional careers.
3. Determine which factors are most important to her/him in making a career choice.

TIME FRAME:

At least 15 minutes.

MATERIALS:

Chalkboard, whiteboard or flip chart
Handout: "Pro's and Con's of Nontraditional Careers"
Pencils or Pens

STEPS:

1. Introduce the module by discussing the fact that all careers have some advantages and disadvantages. Making an informed career choice depends on knowing both the pro's and con's of a specific occupation.
2. Brainstorm advantages and disadvantages of nontraditional careers. (It is anticipated that some prior discussion and identification of nontraditional occupations has taken place.)
3. Using the list generated, ask participants to note which items would personally make a difference to her/him if they were considering a nontraditional career. Additional discussion might include exploring which of the pro's might outweigh the negative factors in their own decision-making.

EVALUATION:

1. Completion of the brainstorming with a list of pro's and con's.
2. Each participant will have a personalized list noting which factors are most important to her/him.

Appendix A-3

PRO'S AND CON'S OF NONTRADITIONAL CAREERS

PRO'S:

CON'S:

SUMMARY OF FACTORS MOST IMPORTANT TO ME:

1. _____
2. _____
3. _____
4. _____

B.E.T.A.

BIRTH, EDUCATION, TRAINING & ACCEPTANCE

NONTRADITIONAL CAREERS FOR WOMEN

SESSION ONE

In this one-hour program, participants will become more aware of nontraditional career options while exploring their attitudes towards nontraditional work.

Modules:

- Twenty Good Careers for Women
- Attitudes and Perceptions
- The Cinderella Myth
- NOTE/Sex Equity Information and Goals

SESSION TWO

In this one-hour program, participants will complete a career interest inventory to examine how they may fit in to the work world in a satisfying way.

Module:

- The Harrington O'Shea Career Decision-making System

SESSION THREE

In the final one-hour program, participants will begin to examine how nontraditional career options may be appropriate alternatives for themselves. Methods to explore and gain entry in to nontraditional occupations will be addressed.

Modules:

- Pro's and Con's of Nontraditional Careers
- Training Options
- Gathering Career Information
- Goal Setting

Appendix D

One Fine Day - Lyrics

SHE SITS AT HER DESK ON A COLD NIGHT
IN NEW ENGLAND
THE CANDLE BURNS LOW AS SHE WRITES HER POETRY
LIVES LIVED ALONE FULL OF ACHE, FULL OF PASSION
SING ME A SONG OF EMILY

(CHORUS:)
AND MY ROAD IS A LITTLE EASIER
CAUSE SHE WAS HERE
I SEE A LITTLE CLEARER
THROUGH THE DARKNESS CALLED FEAR
SISTER TAKE MY HAND,
IT'S WITH YOU I MAKE MY STAND
AND WE'LL BE ALL WE CAN,
ONE FINE DAY

DAUGHTER OF NEBRASKA, LOVER OF WOMEN
PAINTING WITH WORDS THE MUSIC SHE HEARS
HER LETTERS ARE BURNING
BUT HER LIFE IS NOT FORGOTTEN
WILLA CATHER, RED CLOUD PIONEER

(CHORUS)

PREACHING THE WORD, DOING TIME FOR FREEDOM
TEARING DOWN THE ALTARS TO HATE AND BIGOTRY
THE EARTH IS HER COUNTRY, HUMANKIND HER PEOPLE
EMMA, SING YOUR SONG FOR ME

(CHORUS)

Words & Music by
KAY WEAVER

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One Fine Day

Cast in order of appearance...

VERSE I:

1) Julia Ward Howe - "Battle Hymn of the Republic"
2) Louisa Mae Alcott, Novelist
3) Lucy Stone, Orator, Early Feminist
4) Margaret Fuller, Philosopher
5) Harriet Beecher Stowe, Novelist
6) New England Painter
7) Alice Wright, Sculptor
8) Emily Dickinson, Poet

CHORUS:

1) Sojourner Truth, Emancipator
2) Rowena Owen, Oregon Painter
3) New England Pianist
4) Maria Mitchell, Astronomer
5) Marie Curie, Physicist
6) Harriet Hosmer, Sculptor
7) A Subject with her Portrait
8) Chansonetta Emmons, Photographer
9) Woman Photographer on the Beach

VERSE II:

1) Wagon Crossing Prairie
2) Pioneer with Prairie Schooner
3) South Dakota Woman and Sod House
4) 4 Nebraska Sisters
5) Pioneer Mother at Grand Canyon
6) Mother and Children in Garden
7) Lone Prairie Woman
8) Hattie Tom - Apache
9) Old Hopi Woman
10) Navajo Weaver
11) Willa Cather - Portrait, Writer
12) Cather on Railroad car

Chorus:

1) California Cattle Ranchers
2) Montana Cattle Brander
3) Calamity Jane, Frontierswoman
4) Harriet Tubman, Emancipator
5) 2 rural classrooms
6) North Dakota Quilting Party

7) Women at wash tubs
8) Natalie Barney & Romaine Brooks, Writer and Artist
9) Gertrude Stein & Alice B. Toklas, Writers
10) Helen Keller & Annie Sullivan
11) Marian Anderson, Contralto
12) Georgia O'Keefe, Painter
13) Frances Benjamin Johnston, Photographer
14) 4 Women Wading in Lake Michigan

VERSE III:

- Series of Women at Work, early 1900's - Photos by F.B. Johnston - Lewis Hine;
- Women immigrants and their families - Jacob Rils
- Emma Goldman - speaking; Portrait

CHORUS:

1) Emmeline Pankhurst, English Suffragist
2) Women Distributing The Birth Control Review
3) Susan B. Anthony & Elizabeth Cady Stanton, Suffrage Leaders
4) Jeanette Rankin, First Woman in Congress, & Carrie Chapman Catt, Suffrage Leader
5) Mrs. Catt
6) Various Suffrage Marches in New York and Washington, D.C. 1909-1917

Stock Footage:

1) American Suffragists on way to Prison
2) Amelia Earhart, Pilot

Color:

1) Space Shuttle and Dr. Sally Ride, Astronaut
2) Diana Ross, Singer
3) Sarah Caldwell, Conductor; Billy Jean King
4) Dolly Parton, Singer/Actress
5) Dolly Parton, Lily Tomlin, Jane Fonda...9 to 5
6) Present Day Women's Marches
7) Margaret Mead, Anthropologist
8) Golda Meir, Israeli Premier
9) Alice Paul, Suffragist

10) Scenes from Women's lives -
Construction workers
Mother and Daughter
Factor Workers

11) Betty Friedan, Feminist Writer & Organizer, Founder of NOW
12) Gloria Steinem, Feminist Writer & Founder of MS Magazine
13) Shirley Chisholm, Congresswoman
14) Greta Weitz, Marathon Runner
15) Martina Navratilova, Tennis Champion
16) Kay Weaver - Singer & Composer
17) Harlem Dance Company
18) 2 Women Dancing in Senior Citizen's Home
19) Mary Van Ness at the Piano
20) Gloria Irizarry, Actress with sign
21) Arrest at Seneca Falls, N.Y. Women's Peace Encampment
22) Bella Abzug, Congresswoman, Writer
23) Anti-Nuclear Weapons Protest - Seneca Falls, NY
24) Geraldine Ferraro/Vice Presidential Candidate
25) The Democratic National Convention
26) Women's Peace Encampment, Greenham, England

ISHTAR FILMS
P.O. Box 51
Patterson, NY 12563
(914) 878-3561

VALENCIA COMMUNITY COLLEGE
P.O. BOX 3028 ORLANDO, FLORIDA 32802

March 6, 1987

NASA John F. Kennedy Space Center
Educator Resource Laboratory
Kennedy Space Center, Florida 32899

To Whom It May Concern:

This is to verify that Deborah Hill is an employee of Valencia Community College. She is the Project Assistant for NOTE (Non Traditional Options in Training for Employment), a project funded by the Florida Department of Vocational Education. The purpose of the project is to conduct outreach seminars and workshops for women and high school students informing them of the opportunities and advantages of careers in nontraditional areas.

We would appreciate the opportunity to duplicate some of your materials which address the opportunities for careers at NASA. Further, the video-cassettes featuring Anna Fisher and Sally Ride would be excellent role model information for the women we serve.

Thank you for the use of your resources to further the educational aims of sex equity.

Sincerely,

Constance Q. Fisher

Constance Q. Fisher
Manager North Center/CCEW

AN EQUAL OPPORTUNITY INSTITUTION

Appendix E

Center for Continuing Education for Women
at Valencia Community College

190 South Orange Avenue, P.O. Box 3028, Orlando, Florida 32802
Telephone (305) 843-4260 or 423-4813

March 3, 1987

Ms. Diane Knoblock
8434 Avenue C, Building 126
McCoy Air Force Base
Orlando, Florida 32802

Dear Ms. Knoblock:

A group of women, interested in promoting and supporting women in nontraditional fields, are beginning a chapter of Tradeswomen in the Central Florida area. The chapter will give help and support to both women currently working in nontraditional fields as well as those who are considering employment in such a field.

The first chapter meeting will be an organizational one on Thursday evening, March 12, 1987, at 7:00 p.m. The meeting will be held at the offices of Associated Counselors and Trainers, Inc. at 647 North Mills Avenue. The parking lot is at the corner of Mills and Hillcrest.

We would appreciate your distributing this information to the women you know who are working in nontraditional fields for women or those who are exploring nontraditional. If there are any questions, I can be contacted at the Valencia North Center, 628-1976.

Sincerely yours,

Deborah Hill
Project Assistant
NOTE (Nontraditional Options in
Training for Employment)

/dl

an equal opportunity institution

Introduction

There are numerous financial aid programs that can help you complete your education. **VIEW** has information on many of them. There are four basic groups of financial aid:

Grants - Money awarded from a variety of sources including federal, state and private for educational expenses. Money does not need to be repaid.

Loans - Money lent at interest which must be repaid. Includes low interest government backed loans, institutionally sponsored loans and privately sponsored loans.

Scholarships - Money to be used for educational expenses awarded for a variety of reasons such as academic achievement, educational status, special talent or skills, ethnic backgrounds, etc. Money does not need to be repaid.

Student Employment - Money earned in part-time or full-time job, on or off of campus. Often these jobs are backed by the school or institution. Money does not need to be repaid.

The **VIEW** system allows the user to assess information on all types of financial aid using the Financial Aid File.

All of the awards in the **VIEW** Financial Aid File are assigned a 7-digit code number and are listed in groups of similar awards. The first three numbers indicate the type of award and the source of funding or sponsorship. For example, an award number that begins with 206 is a scholarship that is privately sponsored, while a 107 is a loan sponsored by the federal government. The complete details and description of the meanings of all the first three number codes are on the following pages.

The last four digits are listed chronologically (0001, 0002, 0003, etc.) for grants, loans and student employment. For scholarships the last four digits of the award number indicate some other piece of information about that award, such as, the award is based on academic achievement or athletic performance.

Appendix G

NOTE Advisory Board

Mr. Jim Wilson
Sears, Roebuck and Company
3825 Forsyth Road
Winter Park, Florida 32791Jim

Ms. Joni Morrison
R.J. and Associates
Post Office Box 472
Windermere, Florida 32786Joni

Ms. Twyla Brod
Mills and Nebraska Lumber Company
1602 North Mills Avenue
Orlando, Florida 32803Twyla

Ms. Donna G. Logsdon
Hansen, Lind Meyer
455 South Orange Avenue
Orlando, Florida 32801Donna

Ms. Emma Carr McElwin
2461 Barkwater Drive
Orlando, Florida 32809Emma

Ms. Patricia Smith
1690 Shawnee Trail
Maitland, Florida 32751Patricia

Ms. Valerie Sommerville
Post Office Box 271
Orlando, Florida 32802Valerie

Ms. Ellen J. Hone
Bureau of Apprenticeship
400 West Robinson Street
Orlando, Florida 32801Ellen

Ms. Linda Russo
8997 Southview Road
Maitland, Florida 32751Linda

Ms. Connie Ottman
Auto Parts Marketing and Management
Mid-Florida Technical Institute
2900 Oak Ridge Road
Orlando, Florida 32809Connie

Mr. Mike Rudd
Boyle Engineering Corporation
320 East South Street
Orlando, Florida 32801Mike

Appendix H

AGENDA

NOTE Advisory Board Meeting
March 3, 1987

8:30 a.m. Call to Order

Welcome to the North Center

Activities of the NOTE Project

1. Clients served
2. Tradeswomen Network
3. Nontraditional Program Network
4. Employers Workshop, May 5, 1987

Film, "One Fine Day"

9:30 Adjournment

Appendix I

Non-Traditional Job Questionnaire

	T	F	Changes
1. Most women work for "pocket money."	____	____	____
2. Women are not strong enough physically for most men's jobs.	____	____	____
3. Most non-traditional jobs for women are higher-paying than traditional womens jobs.	____	____	____
4. There are approximately 35,000 occupations in the U. S. today.	____	____	____
5. Women are a distraction to men on a work site.	____	____	____
6. It is difficult to find vocational training in the Orlando area.	____	____	____
7. Non-traditional jobs may have a higher stress level than traditional jobs.	____	____	____
8. A non-traditional job has less than 25% women employed in the occupation.	____	____	____
9. Women over-35 should not consider non-traditional employment.	____	____	____
10. Scholarships and financial aid are not available for vocational education.	____	____	____

Appendix J

Employer Seminar
May 12, 1987

Welcome to the Valencia North Center

Services of the Center for Continuing Education for Women

1. Displaced Homemaker Program
2. Job Search
3. Job Internship
4. Self-Assessment and Career Exploration
5. Creative Business Ownership for Women
6. Training for Businesses
7. Networks

Explanation of Project NOTE (Nontraditional Options in Training for Employment)

Myths and Advantages of Hiring Women in Nontraditional Fields

Coffee and Conversation

Appendix K

OVERCOMING MATH ANXIETY

PROGRAM LENGTH

4 sessions (each 3 hours) for a total of 12 hours.

PROGRAM GOALS

Participants in this program will:

1. Learn how attitudes and beliefs are developed and effect mathematical learning.

2. Learn how to apply learning activities which reduce both psychological and physical stress due to math anxiety.

PROGRAM TOPICS

- A notetaking technique (the Cornell System)
- Attitude and problem solving analysis (Rational Emotive Thinking)
- Self-management development
- Reducing anxiety through relaxation techniques
- Test taking strategies

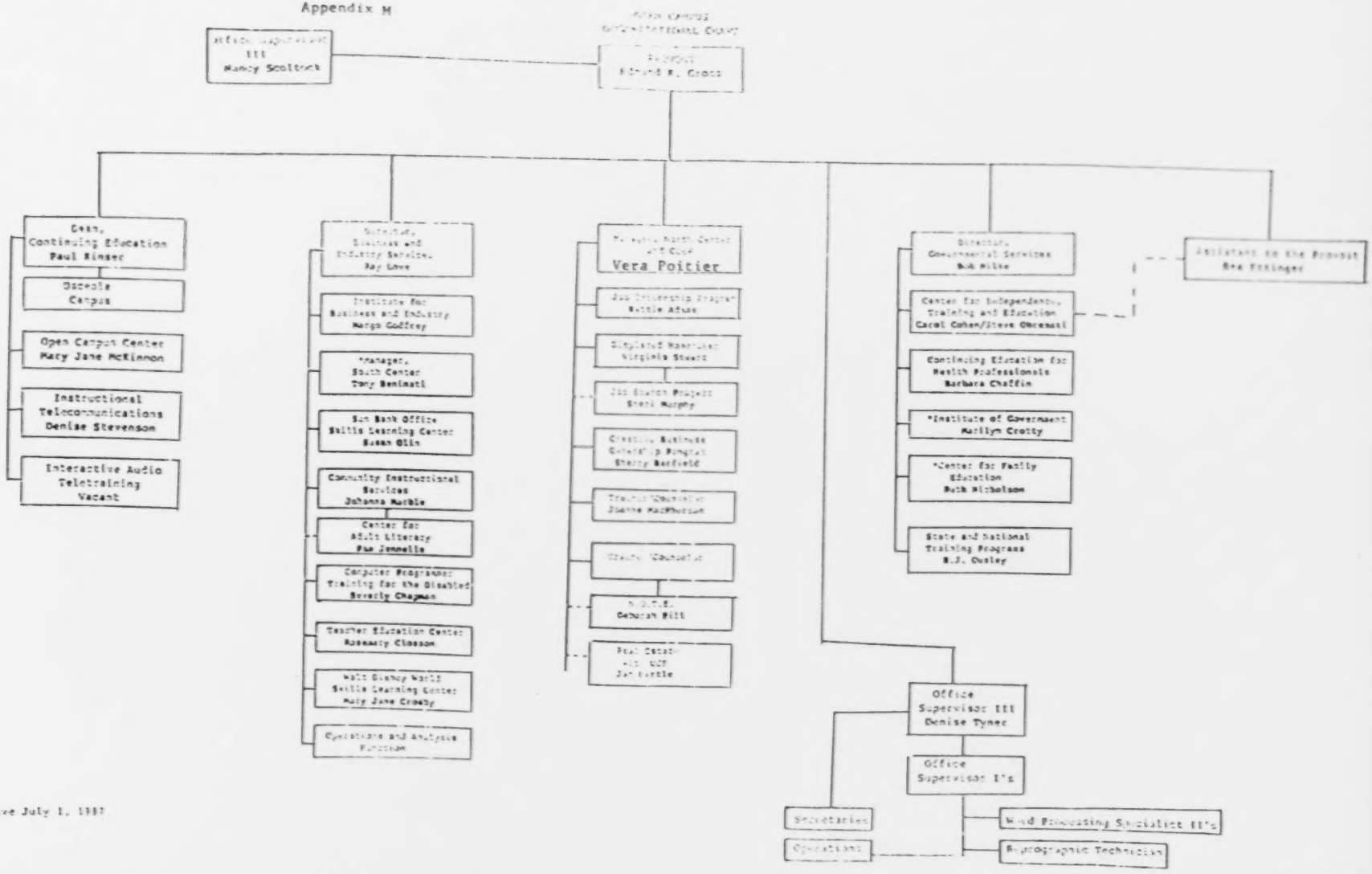
Appendix L

Nontraditional Options in Training for Employment

Funding

Personnel		$10,000.00
2 part-time project assistants		
Travel		400.00
Materials and Supplies		450.00
Printing		150.00
	Total	$11,000.00

Appendix M



* Effective July 1, 1987

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